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ABSTRACT

An institute held December 10-16, 1978, in the United States Virgin Islands, trained 25 middle-level library administrators in the use of communications as a management tool. The institute was part of an on-going program of staff development in a multi-cultural, disadvantaged area. The program was based on these objectives: (1) to introduce basic theory and practice of group dynamics to the library professional, (2) to encourage the concept of the librarian as administrator, and (3) to aid library managers in applying basic business and managerial techniques. The institute opened with the identification of management problems common to the participants, and each day's program focused on a particular topic, e.g., perception and language, managerial styles, the timeline technique, adaptation to change, rewards and motivators, and negotiation. Participants evaluated the program each day, and their opinions are summarized in the report. Appendices contain a list of participants and staff, promotional materials, a detailed evaluation report, and an institute agenda. (SW)

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Final Report

Project No. 468-AH80026
Grant No. G007800591

INSTITUTE FOR TRAINING IN LIBRARY MANAGEMENT AND COMMUNICATIONS SKILLS

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March 28, 1979

Submitted to the

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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PREFACE

The Institute for Training in Library Management and Communication provided Virgin Islands librarians an educational experience they otherwise could not receive in the territory. It gave librarians and AV specialists in management positions the opportunity to develop their leadership potential by cultivating effective communication between their staffs and themselves.

The Institute demonstrated to them that perception of reality is a very individual matter and provided them with strategies to overcome differences in perception which lead to misunderstanding and disharmony. The Institute was a people oriented management course geared to the library situation. Judging from the feedback received, participants learned a great deal about managing work situations through effective interaction with those they supervise and they credit the skill and sensitivity of the teaching staff for their learning.

This library training program was made possible through a Library Training grant under Title II-B, Higher Education Act. I thank the U.S. Office of Education for this financial support. Much work went into the preparations for this Institute. I am indebted to all participants and many Bureau staff workers who have contributed to the completion of the program. I would particularly like to thank Ms. Bonnie Isman, Project Coordinator for tireless efforts toward making the Institute a success.

Without the assistance and hard work from Ms. Isman and her predecessor, Ms. Helen Lawrence, this Institute would not have become a reality. Moreover, the contributions of the Institute instructors and Evaluator, Dr. Brenda Dervin, Dr. Jeff Katzer, Ms. Carol Garzona are especially appreciated. Drs. Dervin and Katzer's suggestions and teaching skills in support of this program were invaluable. Ms. Garzona's evaluation report was well prepared. They have certainly done a very commendable job. Special acknowledgement should go to Ms. Jane Kelley and Mr. Brady Born who have assisted in preparing this publication.

This Institute was a sequel to an earlier Institute for Training in Librarianship held in 1976. Together they represent the cornerstone for a program of professional development for librarians in the Virgin Islands. I hope this will be a firm foundation upon which to build for the future.

St. Croix, U.S. Virgin Islands
March 1979

Henry C. Chang, Ph.D.

ABSTRACT

The Institute for Training in Library Management and Communications Skills trained twenty-five middle-level library administrators in the use of communications as a management tool. Designed to respond to the needs of a multi-cultural, disadvantaged area, the Institute's studies emphasized human relations and leadership skills, including perception, the time-line technique, rewards and motivators, change tactics and negotiation.

The Institute was held December 10-16, 1978 on St. Croix in the U.S. Virgin Islands, in a "retreat" setting. Participants found their experiences very relevant to their jobs and helpful to themselves personally. As professional training for librarianship, the project represented an innovation in the Caribbean. It was sponsored by the territorial library agency through a grant from the U.S. Office of Education as part of an on-going program of staff development.

I. INTRODUCTION

The Institute for Training in Library Management and Communications Skills trained twenty-five librarians to use communication as a management tool. The U.S. Virgin Islands Bureau of Libraries, Museums and Archaeological Services, the territorial library agency, sponsored the five and one half day program which was held December 10-16, 1978 on the island of St. Croix. This project was made possible by a grant from the U.S. Office of Education under the Higher Education Act, Title II-B.

Dr. Henry Chang, Territorial Librarian and Project Director, sought federal funding for the Institute in response to the critical need for advanced library training in the Caribbean. No library science coursework of any type was then, or is now, offered in the territory. The nearest library school is located forty minutes away by airplane in Puerto Rico. Few local librarians take advantage of the school since their program is unaccredited and taught in Spanish. In order to pursue any type of library science education, either degree work or continuing education, Virgin Islands students face the expense of relocation outside the territory.

The lack of educational opportunity has an obvious impact on the quality of library service provided for the 100,000 + residents of St. Croix, St. John and St. Thomas. With minimal

financial and physical resources, school, public and college libraries attempt to meet the extensive information needs of a multi-cultural, multi-lingual population. In addition, they serve one million seasonal visitors. Librarians recognize the gap between present and desired levels of service and have eagerly seized any opportunity to improve their conditions.

A survey in 1974 found that a majority of the librarians in the public library system had no formal training. Among school librarians the situation was even more extreme. To help fill the need for library education, an Institute for Training in Librarianship was sponsored by the College of the Virgin Islands in 1976, funded by a grant from USOE and directed by Dr. Henry Chang. It offered ten weeks of in-service training to library employees with B.A. level degrees, but without formal library training. The thirty-five participants received an intensive introduction to and review of basic library science principles in lecture presentations, combined with opportunities for practical application in workshops. Field trips provided the opportunity for participants to visit libraries on other islands and see the conditions under which their counterparts work.

In their evaluations, students praised the quality of instruction by local as well as stateside instructors and the practical knowledge gained through the workshop technique. Observation of other libraries' practices through the field trips was also appreciated. The Institute for Training in Librarianship made a significant contribution to upgrading the

skills of working librarians and media specialists in the territory.

In the following months it became clear that more than basic library science education was necessary and that administrative support must accompany the changes on the staff level. Without the cooperation and understanding of library directors, training in new techniques for staff would never be utilized. In order to reach library administrators with needs for specialized management and communications training, Dr. Chang next applied for a grant of $17,063 to fund a second library institute in the U.S. Virgin Islands. USOE awarded $14,500 to the Department of Conservation and Cultural Affairs (DCCA) in March of 1978. This grant resulted in a second extremely successful program, the Institute for Training in Library Management and Communications Skills. The second Institute was seen as a continuation of the first, building on the knowledge students had gained in 1976.

II. PLANNING AND IMPLEMENTATION

The over-riding goal of the territorial library agency might be called the improvement of library services to the Virgin Islands community. This goal is met, in part by providing adequately trained public library staffs and by developing educational opportunities for all librarians in the territory.

The proposed objectives of the 1978 institute numbered three:

1. To introduce to the middle-level library professional the basics in theory and practice of group dynamics, small group development, leadership training, and inter-personal behavior, through a "laboratory approach" to group interaction in a multi-cultural setting.

2. To introduce to the middle-level library professional the concept of the librarian as administrator.

3. To introduce basic business and managerial techniques for adaptation by working library managers. These would include such areas as personnel management, decision-making, management by objectives, program development and budget planning.

Planning for the Institute adhered strictly to these objectives which became the guidelines for selection of

instructors, selection of participants, choice of location, and all other matters. Preliminary planning for the Institute was conducted by Project Director Dr. Chang and Project Coordinator Helen Laurence; the Bureau's R&D Officer Mrs. Laurence had coordinated the 1976 Institute arrangements as well. A funding proposal was then prepared and drafted. They were assisted by the librarian of the St. Thomas campus of the College of the Virgin Islands, Mr. Ernest Wagner, who was named as the project's Assistant Director. Due to Mrs. Laurence's appointment as Assistant coordinator of the territory's pre-White House conference on libraries, she asked to be relieved of her assignment to the Institute. The Bureau's Research Librarian Bonnie Isman was named as project coordinator in June 1978. Mrs. Isman continued in this capacity into 1979.

Selection of the Instructors was made by the Project Director immediately after the award of the grant. Several individuals had been contacted during the proposal process regarding their availability. The sponsor was extremely pleased to acquire the services of a well known communications consultant, Dr. Brenda Dervin. She selected Dr. Jeffrey Katzer as her co-instructor and Mrs. Carol Garzona as teaching assistant and evaluator, to complete the teaching staff.

Brenda Dervin holds the position of Associate Professor, School of Communications at the University of Washington in Seattle. In addition to her research and work with graduate students, she has conducted some 100 workshops on applied communication, management and change for a variety of

professional groups. She is a specialist in citizen information needs, applied communications theory, and the communcation aspects of information delivery. Dr. Dervin's publications in this field are widely known and cited for their innovative approach to the study of communication.

As Associate Professor in the school of information studies at Syracuse University, Dr. Katzer also combines research and publication with teaching responsibilities. He has taught in some 60 workshops and seminiars, with particular expertise in applied communication theory, self-correcting management systems and communication research. Together, Drs. Dervin and Katzer have worked across the country at professional meetings and institutes helping librarians learn new skills.

Ms. Garzona studies with Dr. Dervin as a graduate student in the school of Communications. She has performed the functions of assistant and evaluator in a number of communications workshops.

The expertise and enthusiasm which the teaching team brought to the Virgin Islands did much to trigger the success of the Institute. More than capable instructors, they created a supportive climate for learning and for change. They set themselves before the group as role models of the supportive manager, anticipating stress as students entered a new learning situation and rewarding positive behavior.

This happy finale was reached only through substantial effort at long distance communication via letters and telephone calls to discuss planning. The Project Director was able to meet just once with Dr. Dervin prior to final plans being set only

because he traveled to the mainland for other business. The hardships of separation by great distance constituted the biggest problem in this phase of Institute planning. It was overcome by extra effort from all persons involved.

In consultation with the instructors it was agreed to place highest priority on the "people-aspects" of library administration. Topics to receive particular attention in the program would include leadership, management styles, management theories, the administrator as communicator, and planning and implementing change via communication. Budget planning and the management by objective technique were considered topics too immense in themselves to cover adequately given the demands of the rest of the program, and so these were set aside. All curriculum adjustments took place early in the planning process, before contractual agreements were reached with the instructors.

After initial plans had been made, a need was felt for more input, especially regarding selection of the participants and financial management. A Selection Committee was organized with representatives from the faculty and business office of the College, the administration of the Department of Education and the business office of the Department of Conservation and Cultural Affairs (DCCA), Individuals participating were:

- Dr. Vladimir Barac, Assistant Professor of English and Humanities, C.V.I.
- Mr. James A. Francis, Director of Administrative and Business Management, DCCA;
- Mr. Malcolm Kirwan, Business Manager, C.V.I.;

-Mr. Henry Nieves, Special Assistant to the Commissioner of Education;

-Dr. Chang, Mr. Wagner, and Ms. Isman.

At its several meetings this committee pooled first hand experience with the government's fiscal procedures and educational administration. As persons outside of library development activities, the four committee members held an objective view of the present roles played by librarians as administrators and of their potential for such roles. This was especially useful in reviewing applications. Mr. Nieves, himself a onetime library administrator in Puerto Rico, added his very helpful viewpoint of library services and educational opportunities in Puerto Rico. The committee's work was of certain benefit to the implementation of the Institute.

In early September, the committee formulated its guidelines for selection of participants. Because of the critical need for professional library education in the territory and because of the islands' isolation from other on-going programs, first consideration would be given to those who live and work in the Virgin Islands. Secondly, consideration would be given to rural parts of Puerto Rico. The group agreed to seek out library managers, persons already exercising some authority over programs and resources, and those with high potential for managerial positions.

Specific criteria to be used in selection of participants

were as follows:

- amount of managerial responsibility, in terms of employees, resources, budget;
- length of time in managerial or leadership position;
- length of time as a professional librarian;
- evidence of other professional activities and commitments;
- evidence of leadership potential; and
- anticipated benefits to the community.

Brochures to advertise the Institute and explain its program were circulated to local public, college and school libraries in September and October. Application forms were contained in the brochures. Press releases had been sent to national and regional library publications in August describing the Institute's programs in general terms. Brochures were also distributed to the 130 + lay and professional delegates at the pre-White House Conference on Libraries held at the end of September in St. Thomas. (See appendix A for institute publicity)

Thirty-five applications were received from the Virgin Islands and Puerto Rico, and a number of letters of inquiry arrived from librarians in the mainland United States. These applicants were ranked in order, according to the above guidelines, by the Selection Committee at a meeting on October 31, 1978. The twenty student slots were filled according to this ranking based on the applicant's acceptance. Mr. Wagner was unfortunately unable to participate and his slot was also filled by an applicant. By agreement with the instructors, two applicants

were allowed to attend as "observers". They participated fully in the Institute, but paid all of their own expenses for hotel and meals.

The final roster of students reflected widespread interest in improved library management. Administrators and service librarians were selected from St. Croix, St. John, St. Thomas, and Puerto Rico. Five had previously attended the 1976 Institute for Training in Librarianship. The students came from academic, public and school libraries - all willing to share their experiences and hoping to learn better techniques of communication and administration.

Five major ethnic groups were represented at the Institute. West Indians, Blacks and Whites were present in about equal numbers (6-7 each). Four participants identified themselves as Puerto Rican and two as Asian American. Ages spanned the range of 64 to 27 years, and experience as a professional librarian went from 36 to 1 1/3 years.

These characteristics of the participants coincide with the proposed intention of the Institute to benefit a multi-cultural group, with representatives from the minority communities and from geographically remote and/or disadvantaged areas. All participants were chosen on the basis of their ability to benefit from advanced training and to contribute to the subject matter under discussion. In all aspects the selection of participants fit the project's objectives.

Major problems encountered during the planning period resulted from the under-funding of the project. Cut backs

from the orginial budget limited the flexibility of the site selection, in particular. The staff was forced to select hotel accommodations for the group based on the lowest bid, rather than on the space and facilities requirements of the instructors. The number of participants also had to be reduced during negotiation of the grant award. Actual requirements for the program were consistantly compromised by availability of funds. In addition, actual arrival of funds in the territory to DCCA did not happen until quite late in 1978.

Two steps had to be taken to fill funding gaps: 1) increased in-kind and finanical contributions by the Bureau; and 2) financial contributions by participants, especially the observers. Each participant was required to pay a hotel registration fee in addition to contributing the amount of the stipend toward payment of their hotel expenses. Only in this way could the "retreat" or "laboratory setting" essential to the institute be preserved.

A second problem during the planning period was lack of effective coordination between the project and the school librarians. While extensive communication took place with college librarians in setting the dates, place and program for the Institute, almost no early contact was made with the school library agency. As it became more and more obvious that school librarians were anxious to take part in the Institute, hurried arrangements were made to include them and their needs as much

as possible. In the end, the school librarians and school library agency administrators made up the largest group of participants. Future plans for professional library education will see much closer working arrangements between the Bureau and the school library agency.

III. PROGRAM

The Institute for Training in Library Management and Communications Skills was scheduled as a 5½ day "retreat" at a hotel located on St. Croix. Participants found that the retreat setting allowed them to concentrate without interruption on improving their administrative abilities and practicing new techniques. Sessions were scheduled throughout the morning and afternoon, and occasionally for the evening as well. The instructors required participants to be on call for sessions at all times of the day.

In early negotiation with Dr. Dervin, the project staff had agreed to combine the two major teaching components (as proposed) into one. Instead of separating "library management techniques" and "human relations and communications skills", the institute program considered all communication aspects of library administration together. Similarly, the proposed plan of teaching management theory in the morning and experiential learning in the afternoon was altered in favor of an integrated approach.

These adjustments in method were geared to the unique teaching talents of the instructors. Their style was to respond to the needs of the group either adding new topics or reviewing particular points as needed. Even break time and social events were opportunities for discussing the material presented, as the instructors were readily available for individual consultation. Their team-teaching method gave the participants a variety of approach and sustained their interest.

They not only gave theories, but also provided the practice that makes for real change and development throughout each session.

A general breakdown of topics considered on particular days reveals the development pattern of concepts during the Institute.

Sunday evening:	Identification of management problems common to the participants.
Monday:	Introduction to Communication, Perception, Language.
Tuesday:	How People Make Sense, the Timeline Technique.
Wednesday:	Managerial Styles, the Organizational Reward Structure.
Thursday:	Rewards and Motivators, Resistance to Change.
Friday:	Different Change Tactics, Negotiation, Handling Difficult Cases, Planning for Change.
Saturday morning:	Review and Special Questions.

In order to understand the method of instruction used by the teaching team, let us examine one morning's activities in some detail. The pivotal concept of Perception was presented to students so that they would learn to accept the way that other people (especially their subordinates or superiors) actually see the world and to recognize that differences in perception may come from very reasonable causes.

With only a few words of introduction, the group viewed a silent film in which a man on a street corner attempts to rob a woman but is then held up himself by a second man. After the first viewing, members of the group tried to recount in as much detail as possible what they had seen. There was much difference of opinion as memories conflicted. The group learned that it is easy to fall into an argument about what is and is not.

The same film was shown a second time, and the group compared its memory with what had actually taken place on the screen. The instructors led the group to realize that people can see, intellectually retain and eventually communicate only a small fraction of what's going on around them (information) at any given time. Their mini-lecture pointed out that everyone has a limited capacity for perceiving the surrounding environment, or in other words, for understanding information.

The group then went through a series of optical illusions, rhymes, and mathematical games--all of which were based on human beings' limited abilities to perceive. Because of these exercises, the participants gained a personal awareness of the gaps in their own perceptions and those of others. The instructors emphasized at this point that a major purpose of communication is to bridge those gaps in perception. They illustrated the weakness of one-way communication in bridging gaps with another series of student exercises, to simulate transmitting rumors and garbled military orders. This brought the morning's session to a close.

The instructor's methodology entertained as well as educated. Potentially threatening new concepts were made more

acceptable because of the game-playing style. Some students later remarked that they had been tricked into learning. Certainly their learning was reinforced by experiencing the very concepts under discussion.

Although group dynamics and communication skills training programs have been adapted to the needs of educational organizations on the mainland with great success for many years, this Institute was a first in the U.S. Caribbean. Its innovative subject matter and teaching approach made it a unique event in the development of local library services. The participants responded enthusiastically and have requested similar follow-up sessions in order to continue to learn from Drs. Dervin and Katzer.

One problem in implementing the program as designed was the location of specified audio-visual materials. No collection of educational films on management exists in the territory, which made rental from mainland collections a necessity. Locating specific titles, arranging special shipping to the territory, and actual receipt of the films spanned months of planning. In any case, one film arrived two weeks after the Institute. Several audio-visual items were personally carried by the instructors to ensure their arrival.

As previously mentioned, hotel facilities for the Institute were relatively limited. Sprat Hall, the site

selected, is a restored island greathouse dating from the 17th century which operates as a year round hotel and guest house. The hosts courteously rearranged furniture, allowed the instructors to tape charts to the antique picture frames, and accommodated special diets to the best of their ability. The instructors also had to adapt their plans to fit the available space and local meal schedule. By the start of the program a workable compromise was reached.

Related to the constraints of the hotel was the problem of the proximity of the Institute site to the work places of several participants. Librarians from St. Croix in particular were continuously interrupted by telephone calls from staff and other work demands. Even placing the hotel telephone off limits did not solve the problem, as participants made calls from the nearby town of Frederiksted. In discussing the situation with the instructors, it seemed that no where in the 133 square miles of the Virgin Islands could a "retreat" take place for local participants. To place territorial librarians in strict retreat would mean further isolating them, perhaps on Tortola in the neighboring British Virgin Islands!

IV. EVALUATION & SUMMARY

Participants evaluated their experience at the Institute for Training in Library Management and Communications Skills six times during the 5 1/2 days. These evaluations utilized the seven point scales described in the project proposal. The scales asked participants to rate the day's activities as:

a) enjoyable to me
b) made me think a lot
c) provided a lot of learning
d) were very relavant to my on-the-job situations
e) will be very helpful on-the-job
f) will be accepted in my institution
g) gave me a new sense of direction for my profession

The Institute's evaluator, Ms. Carol Garzona, found that average ratings in all aspects over the week were quite positive, being 3.76 or above (1= the highest rating and 7= the lowest). She also reported a general rise of ratings over time, and that the occasional dips corresponded to the participants' predictable adjustment to change in their new environment. A slight fall in average ratings on the fifth day was linked to "fatigue" and the difficulty of the concepts presented at that time. Ratings at the final day's evaluation scored 3.0 or higher on every point. The highest average ratings was 1.52 for "made me think a lot" and the lowest 3.0 was for "will be accepted in my institution.

Four open ended questions were asked at the final evaluation

to illicit a more individualized response. They were:

a) How were you helped by the activities?

b) Name one thing you will do differently on-the-job as a result.

c) What one activity stands out as being the most helpful? Why?

d) What things prevented or hindered you from gaining more from your participation?

In responding to the first question, participants named a better understanding of the communication process (30.4%) and also help in pointing out factors about their own shortcomings or misperceptions of themselves as managers and communicators. (34.8%) The third largest response reported help in understanding how persons deal with different situations. (26%)

As the one thing which they would now do differently, the evaluator noted that every participant responding to this question had decided to change his or her approach to others; by being better communicators (26%), by giving more praise (21.7%), by exercising more self control (13%), and so forth.

No one activity was selected by participants as being outstanding, however the "T-D Leadership Exercise" was most frequently named as a helpful activity. Learning exercises also mentioned were time-line interviewing, brainstorming, all games in general, and perception exercises among others.

As for things that prevented or hindered gaining knowledge from the Institute, the participants named "own limitations" much more frequently than technical limitations

as being responsible for their failure to derive more. Both "sense of inadequacy" and "inability to attend to more than one thing at a time" were given by 17.4%, as was "physical limitations". Time and space limitations were also listed.

In summary, Institute participants evaluated their experience as very enjoyable, relevant to their jobs, and extremely helpful both personally and professionally. For the complete evaluation report submitted by Ms. Garzona, consult Appendix B to the final report.

Comments made by the instructors reflected a positive feeling about the results of the Institute. In a January letter, Dr. Katzer stated,

> "My personal belief is that the workshop was useful. I was very much impressed with the personal qualities of those attending; they are fine people who are confronted with the same sorts of difficulties which occur in other organizations....
>
> "I think that much of the success of the workshop is due to the efforts of you and your staff. You had the idea and obtained the funding, you and Bonnie arranged it all and made it physically comfortable, and your manner in the daily sessions did much to promote an atmosphere of trust, openness and cooperation."

The Project Director has also expressed a favorable evaluation of the program's administration and implementation. In particular he has commended the work of Ms. Bonnie Isman in coordination of final arrangements prior to December 10. Because of a lot of hard work from the Project Director, the Coordinator, the Selection Committee, and

the Bureau's Administrative support staff, all the project's proposed objectives were met with success.

The impact of the program was clearly seen at the closing ceremony of the Institute on December 16, 1978. Attorney Adelbert Anduze, Executive Assistant to the Governor; Mrs. Delta Dorsch, Deputy Commissioner of Education; and the Commissioner of Conservation and Cultural Affairs, Virdin C. Brown, joined the group to congratulate the participants on completing a diffucult course of study. Commissioner Brown in particular commended Dr. Chang and his staff on bringing such an innovative program to the Virgin Islands. It was even suggested that the Bureau had created a model for other departments of the government in its dedication to continuing education. All participants were urged to apply their new skills in the improvement of library services on their islands.

Three participants also spoke at the closing ceremony. Janet Walden, a school librarian from the district of St. Thomas and St. John, expressed her appreciation for the opportunity to learn more about communication techniques and for the rare chance to get to know other professionals from around the territory and Puerto Rico. Sylvania Golphin, public librarian from St. Croix, humorously described her own change process during the Institute, and thanked the instructors for helping her reach a successful resolution of these problem states. Oneida Ortiz, academic librarian from Bayamon, Puerto Rico, congratulated Dr. Chang on a very successful project. She commented on the special gratitude felt by herself and the two other librar-

ians from Puerto Rico at being able to attend such an important conference and announced that they hoped to sponsor a similar program in Puerto Rico on their return to their home island.

Ms. Adelina Coppin later wrote to the Project Director to reiterate her pleasure at being accepted as an observer to the Institute. She said,

> "I have been working in my office since Tuesday and it is somewhat difficult to realize that at this time last week we were sharing ideas and enjoying every minute of the exciting, interesting and worthwhile Institute for Training in Library Management and Communication Skills....."
>
> "As far as I am concerned, I do not find the exact words with which to express my appreciation for allowing me to participate as an observer in this enriching professional experience."

Certificates were bestowed on Institute participants by the instructors and by the Government of the Virgin Islands. It is the Bureau's hope that these certificates will serve as constant reminders to all participants to be the very best managers and communicators that they can be. By using communication as a management tool to solve problems, administrative crises either will be avoided or be less critical and the overall quality of library service will improve.

APPENDIX A

LIST OF PARTICIPANTS, INSTRUCTORS, & STAFF;

PHOTOS; PUBLICITY; BROCHURES; AND CERTIFICATES

PARTICIPANTS

ADA B. ANDERSON, Program Officer, Bureau of Libraries, Museums, and Archaeological Services (BLMAS)
MIDORI BUCHANAN, Librarian, Cruz Bay Public Library
ADELINA COPPIN (observer), Director, Library, Ponce Regional College-UPR
CHARLES EMANUEL, School Librarian, Alfredo Andrews Elementary School
JULIO ESPINOSA, District Librarian, Bureau of Library Services and Instructional Materials (LSIM)
CAROLE GOODEN (observer), Librarian, St. Joseph's High School
SYLVANIA GOLPHIN, Public Services Librarian, Florence Williams Public Library
NANCY GROUT, Reference-Outreach Librarian, Enid M. Baa Library
BEULAH HARRIGAN, District Librarian, LSIM
MIRIAM LORENZO, Library Director, Inter-American University-Aguadilla
FIOLINA B. MILLS, Director, LSIM
PATRICIA OLIVER, Librarian, St. Croix Central High School
ONEIDA ORTIZ, Director, Learning Resources Center, Bayamon Regional College- UPR
CYNTHIA PERRY, School Librarian/Reference Librarian, Jane E. Tuitt School/ College of the Virgin Islands
ATHALIE PETERSEN, Librarian, Frederiksted Public Library
CORA RAMOS, Librarian, Lew Muckle School
ELEANOR ROSTAD, Librarian, LSIM
OSCAR T. SMITH, Librarian, Charles Emanuel School
BLANCHE SOUFFRONT, Assistant Director, BLMAS
SYLVIA TROUT, Librarian, St. Croix Country Day School
JANET WALDEN, Librarian, Charlotte Amalie High School
WALLACE WILLIAMS, Branch Librarian, Florence Williams Public Library

INSTRUCTORS

DR. BRENDA DERVIN, Associate Professor, School of Communications, University of Washington
DR. JEFFREY KATZER, Associate Professor, School of Information Studies, Syracuse University

EVALUATOR

CAROL GARZONA, Graduate Student, School of Communications, University of Washington

STAFF

DR. HENRY CHANG, Territorial Librarian and Director, BLMAS
BONNIE ISMAN, Research Librarian, BLMAS, Project Coordinator

THE ST. CROIX AVIS

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Skills Program For Librarians

The U.S. Office of Education has award a grant of $14,500 to the Bureau of Libraries, Museums, and Archaeological Services of the Department of Conservation and Cultural Affairs to fund a Library Training Institute, according to Bureau Director Dr. Henry C. Chang.

Dr. Chang, who is also Project Director, gave the full title of the project as "Institute for Training in Library Management and Communications Skills." The project will be co-sponsored by the Bureau of Libraries and the College of the Virgin Islands. College Librarian Ernest Wagner will serve as Assistant Director of the Institute.

The Institute, tentatively scheduled to begin in early December, 1978, is to provide specialized training in the areas of library management and communications skills to approximately 20 experienced school, public, and academic librarians and media specialists, who have not previously received formal training in these areas.

The Institute for Training in Library Management and Communication Skills proposed to offer a 5½ day intensive course at a retreat setting in the Virgin Islands. Efforts will be made to recruit a multicultural group of participants from the Virgin Islands and Puerto Rico.

Application forms for Librarians and media specialists who are interested in participating in the Institute will be available in August, 1978. For more information, call Ms. Helen Laurence, Project Coordinator, 773-5715.

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Library Training Institute Plans

Territorial Librarian Dr. Henry Chang reports that plans are now being completed for an Institute for Training in Library Management and Communication Skills.

Chang, who is serving as project director, said other key personnel will include CVI Librarian Earnest Wagner as assistant Director and Bonnie Isman as project coordinator.

Isman is research librarian for the Bureau of Libraries, Museums and Archaeological Services and has been working on research and demonstration projects for the V.I. Demonstration Library Network study. Her previous experience includes setting up staff training workshops in the Virgin Islands and Massachusetts, as well as planning for library conferences.

Meanwhile, Dr. Chang said a Selection Committee has been named to set criteria and choose the participants for this all expenses paid experience. Members are Dr. Vladimir Barac, Assistant Professor of English and Humanities at CVI; James A. Francis, Director of Administrative and Business Management at the Department of Conservation and Cultural Affairs; and Malcolm Kirwan, Business Manager of the College of the Virgin Islands.

Other committee members are Henry Nieves, Special Assistant to the Commissioner of Education, Dr. Chang, Wagner and Ms. Isman.

The Institute will focus on the people-aspects of library administration and will discuss such topics as leadership, planning and implementing change through communicating, public communication, program development to meet patron needs, and management theories during the six-day session.

Leading the students will be Dr. Brenda Dervin, Associate Professor in the School of Communications, University of Washington, and her colleague Jeffrey Katzer.

Dr. Derwin, nationally known as a communications specialist and consultant, is the author of numerous papers and has conducted more than 25 seminars throughout the country.

Plans Advance For Library Training Instituted

Territorial Librarian Dr. Henry Chang has disclosed that plans are now being completed for an institute for training in library management and communication skills.

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VIS
SATURDAY, DECEMBER 2, 1978 No. 272

Librarians Attend Management Classes

Dr. Henry C. Chang, Territorial Librarian, announced Friday that 18 professional librarians from the Virgin Islands and two from Puerto Rico have been selected to attend the Institute for Training in Library Management and Communications Skills. The intensive, 5½ day seminar will take place December 10–16, at Sprat Hall in Frederiksted.

The students will be instructed by Dr. Brenda Dervin and her colleagues, who are library management and communications experts from the Universities of Washington and Syracuse. Their course of study will be designed to improve administrative abilities, to develop leadership potential, and to cultivate effective communication between librarians, their staff personnel and library users. This special training program is made possible by a grant from the U.S. Office of Education under the Higher Education Act, Title 11-B, to the Bureau of Libraries, Museums and Archaeological Services (BLMAS).

Attending the Institute are: St. Joseph's High School: Ada B. Anderson, BLMAS; Mrs. Adelina Coppin, Ponce Regional College Library of the University of Puerto Rico; Fredo Andrews School Library; Julio Espinosa, Bureau of Library Services, and Instructional Materials, Department of Education (BLSIM); Sylvania Golphin, F. Williams Public Library; Nancy Grout, Enid M. Baa Library; Beulah Harrigan, BLSIM; Mirian Lorenzo, Inter American University Library in Augadilla, Puerto Rico; Fiolina B. Mills, Director, BLSIM; Patricia Oliver, St. Croix Central High School Library; Oneida Ortiz, Librarian of Bayamon Regional College, University of Puerto Rico; Athalie Petersen, Frederiksted Public Library; Cora Ramos, Lew Muckle School Library; Eleanor Rostad, E. B. Oliver Elementary School Library; Mara Sani, BLSIM; O. T. Smith, Charles Emanuel School Library; Blanche Souffront, BLMAS; Sylvia Trout, St. Croix Country Day School Library; Janet Walden, Charlotte Amalie High School Library; Wallace Williams; F. Williams Public Library.

Observing the Institute will be Frank Stevens, U.S. Office of Education; Carole Gooden, St. Joseph's High School; and Ada B. Anderson, BLMAS, Mrs. Adelina Coppin, Ponce Regional College Library of the University of Puerto Rico; Charles Emanuel, Al-

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Library Training Institute Held On St. Croix

The first Institute for Training in Library Management and Communications Skills was held at Sprat Hall Hotel in Frederiksted, St. Croix, Institute director Dr. Henry C. Chang announced.

Twenty-five participants from the three islands attended the institute, funded by a grant from the U.S. Office of Education under the Higher Education Act.

Teaching instructors were Dr. Brenda Dervin, associate professor of the School of Communications at the University of Washington and Dr. Jeffery Katzer, associate professor, School of Information Studies at Syracuse University. In addition, Carol Garzona of the School of Communications, University of Washington, served as evaluator of the program.

Dr. Chang said the objectives of the Institute were to understand the orientation of library users and non-users, develop appreciation of the nature of everyday citizen information needs and how they might be met and to develop an awareness that change in our libraries is necessary if they are to fulfill the responsibility of addressing the information needs and educational goals of the community.

The Institute also sought to promote an understanding of community and change processes, to upgrade the skills of managers and promote greater awareness of their employees' needs and communities' needs, thus providing specific communications skills for decision making, effecting change and handling conflicts.

"This Institute is the first of its kind to be held in the Virgin Islands and participants successfully meeting the requirements of the Institute will be awarded certificates of achievement," Dr. Chang said.

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DR. HENRY C. CHANG (right), Director of the Institute for Training in Library Management and Communications Skills, reviews program outlines and materials with institute instructors Dr. Brenda Dervin (center) and Dr. Jeffery Katzer, both well-known communications experts. Twenty-five participants from the three islands will attend the management institute at Sprat Hall Hotel, Frederiksted, St. Croix, from December 10 to 16. The program aims to improve managerial and communications skills of participants.

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REGISTRATION FORM

PLEASE TYPE OR PRINT!

This application is to attend the Institute for Training in Library Management and Communication Skills, December 10-15, 1978 in St. Croix, U.S. Virgin Islands.

Name_____
Title_____
Business
Address_____

Telephone_____
Home
Address_____

Telephone_____

1. How long have you been a professional librarian?_____
2. How long have you held your present position?_____
3. How many employees are responsible to you?_____

Please answer the following questions on a separate sheet of paper. Limit your answers to one page in total length.

4. Briefly describe your present position and supervisory responsibilities.

5. Why do you want to attend this Institute, and how will your library benefit from your attendance?
6. Are you involved in professional associations, publications or other professional activities? Please explain.

Send this form and your one page of answers to #4-6 to:

Institute for Training in Library Management and Communications Skills
Florence Williams Public Library
49-50 King Street
Christiansted, St. Croix
U.S. Virgin Islands 00820

REGISTRATION DEADLINE OCTOBER 25!

For more information, call (809) 773-5715.

THE BUREAU OF LIBRARIES, MUSEUMS AND ARCHAEOLOGICAL SERVICES OF THE U.S. VIRGIN ISLANDS INVITES YOU TO ATTEND THE

INSTITUTE FOR TRAINING IN LIBRARY MANAGEMENT AND COMMUNICATIONS SKILLS

DECEMBER 10-15, 1978

SPRAT HALL, FREDERIKSTED

ST. CROIX, U. S. VIRGIN ISLANDS

Sponsored by a U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act (P.L. 89-329, as amended)

LIBRARY MANAGEMENT & COMMUNICATION SKILLS

COMMUNICATION IN GENERAL

COMMUNICATION WITH CLIENTS

COMMUNICATION AS MANAGER

MANAGEMENT AND CHANGE

****

The Institute for Training in Library Management and Communications Skills will bring together a small group of librarians and media specialists who wish to improve their administrative ability. This intensive five and one half day retreat will be conducted in a series of workshops, mini-lectures, learning exercises and demonstrations. All Institute activities will be designed to upgrade participants' skills and develop expertise in critical management areas, such as LEADERSHIP, HUMAN RELATIONS, INTERPERSONAL COMMUNICATIONS and IMPLEMENTING CHANGE. A Teaching team of professional communications consultants will guide the group in practicing new techniques which incorporate the latest theories of communications and management.

INSTITUTE REGISTRATION FEE:

NONE REQUIRED.

The costs of the Institute are subsidized by a grant from the U.S. Office of Education under the Higher Education Act, Title II-B.

REGISTER NOW:

Institute registration will be limited to twenty qualified participants. Participants must be U.S. citizens who currently hold a library position which includes managerial tasks. Participants must agree to attend the entire Institute and to review any materials sent to them prior to the first session. A registration form is provided on the reverse of this brochure. Extra copies are available from the project coordinator. REGISTRATION DEADLINE IS OCTOBER 25, 1978. Applications will be reviewed and accepted by the Planning Committee for the Institute.

HOTEL REGISTRATION FEE:

Following acceptance to the Institute, a $30.00 fee per person will be required to reserve hotel space and as partial payment for room and board expenses during the retreat period. All other hotel and food costs will be assumed by the sponsors.

BENEFITS TO BE GAINED:

The Institute for Training in Library Management and Communication Skills will yield immediate benefits. New skills and techniques of communication will increase librarian's effectiveness with staff and clients. Its retreat setting gives participants an opportunity to get a fresh look at their library operations. Certificates to be awarded to those who complete the full Institute will testify to a professional commitment to continuing professional education.

INSTRUCTORS -- CONSULTANTS

****

Dr. Brenda Dervin, Associate Professor, School of Communications, University of Washington

Dr. Dervin has conducted some 100 workshops on applied communication, management and change for a variety of professional groups. She is a specialist in citizen information needs, applied communications theory, and the communication aspects of information delivery Dr. Dervin heads the teaching team for the Institute.

Dr. Jeffrey Katzer, Associate Professor, School of Information Studies, Syracuse University

Dr. Katzer has conducted some 60 workshops on applied communication theory, self-correcting management systems and communication research methodology. Drs. Dervin and Katzer have worked together accross the country at professional meetings and institutes helping librarians learn new skills.

INSTITUTE DIRECTOR:

Dr. Henry C. Chang, Territorial Librarian.

ASSISTANT DIRECTOR:

Mr. Ernest Wagner, Librarian, College of the Virgin Islands.

PROJECT COORDINATOR:

Ms. Bonnie Isman, Research Librarian, Bureau of Libraries, Museums and Archaeological Services.

GOVERNMENT OF THE VIRGIN ISLANDS OF THE UNITED STATES

INSTITUTE FOR TRAINING IN LIBRARY MANAGEMENT AND COMMUNICATION SKILLS

GOVERNMENT OF THE VIRGIN ISLANDS OF THE UNITED STATES

This is to certify that

has successfully fulfilled the requirements of the Institute for Training in library Management and Communications Skills, December 10 –16, 1978, and in recognition thereof, is hereby awarded this certificate.

St. Croix, U.S. Virgin Islands — *December 16, 1978*

Henry A. Millin
Lt. Governor

Virdin C. Brown
Commissioner of Conservation & Cultural Affairs

V. C. Chang
Director

Brenda L. Dervin
Jeffy Kerr
Instructor

Excerpt from Bureau Newsletter

Information

LIBRARIANS COMMUNICATE FOR CHANGE

by Bonnie Isman

The Institute for Training in Library Management and Communication Skills, held December 10-16, 1978, at Sprat Hall, St. Croix, brought together twenty-five librarians and three instructors for five and one-half days of intensive professional education. The central theme was communication as a management tool, and the enthusiasm of the participants turned the institute into an enjoyable, stimulating experience.

Guiding the course of study was the expert hand of Dr. Brenda Dervin, Associate Professor of the School of Communication, University of Washington. She and her colleague Dr. Jeffrey Katzer of the School of Information Studies at Syracuse University were assisted by Carol Garzona, a graduate student from the University of Washington, as teaching assistant and evaluator. With their many years of experience in teaching communications skills to various professions, the instructors created a positive, supportive environment for learning.

Project Director Dr. Henry Chang and Coordinator Bonnie Isman were placed "off duty" as the group began its journey through the concepts of Perception, Language, How People Make Sense, Managerial Styles, the Organizational Reward Structure, Rewards and Motivators, Resistance to Change, Different Change Tactics, Negotiating, Handling Difficult Cases, and Planning for Change. The group encountered new ideas by experiencing them as well as hearing about them. Films, optical illusions, self-examination, game-play gambling, and blowing whistles--all contributed to the non-competitive, "learning is fun" classroom. Student evaluation and feedback have confirmed the success of this institute, and there have been requests for more of the same from the Bureau.

The project was made possible by a grant from the U.S. Office of Education to the Bureau of Libraries, Museums, and Archaeological Services under the Higher Education Act, Title II-B.

Ms. Fiolina B. Mills, Director of the Bureau of Library Services and Instructional Materials, joins Director Henry Chang, Dr. Brenda Dervin, Carol Garzona, Dr. Jeffrey Katzer, and Bonnie Isman at the opening of the Institute. (left to right)

Ms. Sylvania Golphin, Public Services Librarian at the Williams Public Library, defines her "barrier state" and describes its resolution during the closing ceremony.

Dr. Chang demonstrates his new abilities in Communication for Commissioner Virdin C. Brown during the closing ceremony of the institute, at which Commissioner Brown addressed the group and presented certificates.

EXCERPTS FROM THE RECORD OF THE INSTITUTE

Compiled by Carol Gerzons

Two-way communication allows both parties to feel more confident that a message is being transmitted and received accurately. While two-way communication initially seems to be a more time consuming process than one-way, time is saved through avoiding "communication accidents" and the necessity for "crisis management."

****

Our society is used to using system structural change to solve problems. Another tool we have available is communication--using communication behaviors to share meanings and understandings so crises are either avoided or less critical.

****

People evaluate information in terms of whether or not that information helps them move through time and space; information is seen as a means to an end, not an end in itself. A person determines if information is helpful in a situation in terms of the control she/he obtains over her/his own movement.

****

Punishment does not motivate. Rather, it only stops behavior. The real motivators have to do with achievement, accomplishment, recognition, and a sense of mastery. These are what make an employee reach out to solve problems and accomplish more.

****

Performance and morale always drop initially after a change has been made. Opinion changes that come from democratic voting may not last long. Lasting change comes through free group discussion, sharing, and compromise.

****

Ms. Oneida Ortiz, Director of the Learning Resources Center of the University of Puerto Rico Regional College at Bayamon, expresses her appreciation to the instructors and to the Bureau for inviting her and other Puerto Rican librarians to participate in the valuable seminar.

INSTITUTE PARTICIPANTS

Ada B. Anderson, St. Croix
Midori Buchanan, St. John
Dr. Henry Chang, St. Croix
Adelina Coppin-Alvardo, Puerto Rico-Observer
Charles Emanuel, St. Croix
Julio Espinoza, St. Croix
Carole Gooden, St. Croix-Observer
Sylvania Golphin, St. Croix
Nancy Grout, St. Thomas
Beulah Harrigan, St. Thomas
Bonnie Isman, St. Croix
Miriam Lorenzo, Puerto Rico
Fioline B. Mills, St. Thomas
Patricia Oliver, St. Croix
Oneida Ortiz, Puerto Rico
Cynthia Perry, St. Thomas
Athalie Petersen, St. Croix
Cora Ramos, St. Croix
Eleanor Rostad, St. Thomas
Mara Soni, St. Thomas
Oscar T. Smith, St. Croix
Blanche Souffront, St. Thomas
Sylvia Trout, St. Croix
Janet Walden, St. Thomas
Wallace Williams, St. Croix

APPENDIX C

REPORT OF THE EVALUATOR

prepared by

Carol Pennington Garzona
Graduate Student

University of Washington
School of Communications

Six times during the Institute period (Sunday evening through Saturday noon) participants were asked to evaluate the Institute on a number of dimensions.

At the end of each day (Monday through Friday) participants were asked to rate the Institute on a series of seven rating scales. The scales tapped the extent to which the participants saw the activities as:

a) enjoyable to me
b) made me think a lot
c) provided a lot of learnings
d) were very relevant to my on-the-job situations
e) will be very helpful on-the-job
f) will be accepted in my institution
g) gave me a new sense of direction for my profession

At the end of the Institute (Saturday noon) participants were asked to evaluate the overall Institute. They did so on the seven scales indicated above and also by answering a series of four questions:[a]

a) How were you helped by the activities?
b) Name one thing you will do differently on-the-job as a result
c) What one activity stands out as being the most helpful? Why?
d) What things prevented or hindered you from gaining more from your participation?

Participant responses produced a total of 138 pages to analyze. Tables 1 through 12 (included at the end of this evaluation report) detail the results. The narrative below summarizes the results.

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[a]Participants also answered these questions at mid-week (Wednesday afternoon) with the intent of tapping their evaluations of the Institute up to that point. Participants were concentrating so much on the particular Wednesday activities, however, that these responses were deleted from this analysis because they did not give a good perspective across days as was intended with the open-ended questions.

PARTICIPANT USE OF THE SEVEN RATING SCALES

Tables 1 through 7 report the use of participant use of the seven rating scales. Table 1 through 5 report the results for Monday through Friday activities with one table per day. Table 6 reports the results of the evaluation of the entire Institute. Table 7 presents graphed portraits of the average evaluations on each of the seven scales.

Results in these tables show:

*Average ratings were quite high being 3.76 or above. Ratings at final evaluation were all 3.0 or above.

*The ratings show a general rise over time through the fourth day. The fifth day on all dimensions was rated somewhat lower. The general rise is to be expected given that the Institute itself (and particularly its use of experiential techniques) is a change. Initially, participants experience tension and resistance to the change (shown in the rating "dips" on the second day). Over time, however, the participants adjust. The slight fall in the average ratings on the fifth day might be attributed both to the "fatigue" factor and the newness and difficulty of the concepts presented.

*On the basis of data available from other seminars taught by the same teaching team, a projection can be made of what the evaluations whould have been if data had been collected more often during the Institute period. The pattern of a "u-curve" of adjustment to the seminar (with the first day being rated higher, the second day lower, and subsequent days higher) is well documented in change literature.

PARTICIPANT EVALUATIONS OF HOW THEY WERE HELPED BY THE INSTITUTE

Table 8 reports a content analysis of participant answers to the question: "How were you helped by the Institute activities?" Results are reported for the evaluation of the entire Institute across days.

The results show:

*Almost a third (30.4%) of the participants answered that the Institute helped them better understand the communication process. A small percentage of participants (8.7%) reported that the Institute gave them a better understanding of the role and approach of the system and its practitioners.

*Generally, however, participants found the Institute to be most helpful personally. One third (34.8%) answered that the Institute was helpful in that it pointed out to them factors about their own shortcomings or misperceptions. Twenty-six percent answered that the Institute helped them understand how they personally deal with different situations. And, 17.4% reported that they were helped in other ways to learn more about themselves.

PARTICIPANT EVALUATIONS OF THINGS THEY WILL DO DIFFERENTLY

Table 9 reports a content analysis of participant answers to the question: "What one thing will you do differently on-the-job?" Results are reported for the evaluation of the entire Institute across days.

The results show:

* Thirty-nine percent of the participants reported that they would try to be more aware of others' concerns as a result of the Institute. Twenty-six percent reported that they would try to be better communicators and almost twenty-two percent (21.7%) answered that they would try to give more praise to their employees. Thirteen percent believed they would exercise more self-control and 8.7% said they would try to be better listeners, think a lot more, and take the "time-line approach." Four percent answered that they would make decisions more quickly as a result of the Institute. It is interesting to note that every participant who responded to this question decided that a change in his or her approach to others would be the one thing that would be done differently on-the-job.

PARTICIPANT EVALUATION OF MOST HELPFUL ACTIVITIES

Table 10 reports a content analysis of participant answers to the

question: "What one activity stands out as being the most helpful?" Results are reported for the evaluation of the entire Institute across days.

The results show:

*Unfortunately, 21.7 participants did not answer this question, but among those who did, the T-P Leadership Exercise was reported as being the most helpful activity. Personal change was given most frequently as the reason for this helpfulness.

*The time-line interviewing activity was seen as most helpful by 8.7 participants for reasons of its helpfulness in interacting with employees and determining what their needs and concerns are.

*In general, the other activities named as being the most helpful, i.e. brainstorming, group discussions, Methods of Change Exercise, all games in general, the Necessity of Feedback discussion, and the perception games, were thought to be helpful in that they gave the participants a new perspective on interpersonal communication. Each of these activities was named as being "most helpful" by 8.7% or fewer participants.

PARTICIPANT EVALUATION OF THINGS THAT PREVENTED OR HINDERED GAINING MORE FROM PARTICIPATION

Table 11 reports a content analysis of participant answers to the question: "What things prevented or hindered you from gaining more from your participantion?" Results are reported for the evaluation of the entire Institute across days.

The results show:

*Participants named "own limitations" much more frequently than technical limitations as being responsible for their failure to derive more from the Institute. Both "sense of inadequacy" and "inability to attend to more than one thing at a time" were mentioned by 17.4% of the participants. "Physical limitations" were also named by 17.4% of the respondents as hindering their potential for gain. Feelings that others in the group were a hinderance, the concern over personal performance, and conditioning brought with the

participants were also mentioned, (13.0%, 8.7%, and 4.3% respectively.)

*Time and space limitations were mentioned most frequently as a technical hinderance.

*Thirteen percent of the participants reported that nothing prevented them from gaining from the Institute. One participant (4.3%) believed the discussion groups were too large.

PARTICIPANT UNSOLICITED COMMENTS

Table 12 lists an unedited roster of the unsolicited comments given by participants. Of 23 comments made, 82.7% had an overall positive tone, none had an overall negative tone, and 17.3% had mixed positive and negative tones.

###

Table 1: Participant ratings of Institute on seven dimensions

Day 1, Monday, December 11
(date)

Generally, the activities...	high 1	2	3	RATING SCALES 4	5	6	low 7	Mean	S.D.	n
Were very enjoyable to me	6	12	5	1	0	0	0	2.04	.81	24
Made me think a lot	6	9	8	1	0	0	0	2.17	.87	24
Provided a lot of learnings	4	10	6	3	1	0	0	2.46	1.06	24
Were very relevant to my on-the-job situations	8	6	7	3	0	0	0	2.21	1.06	24
Will be very helpful on-the-job	8	8	6	1	0	0	0	2.00	.90	23
Will be accepted in my institution	7	5	6	1	3	1	0	2.61	1.53	23
Gave me a new sense of direction	11	5	4	4	0	0	0	2.04	1.16	24

Table 2: Participant ratings of Institute on seven dimensions

Day 2, Tuesday, December 12
(date)

Generally, the activities...	high 1	2	RATING SCALES 3	4	5	6	low 7	Mean	S.D.	n
Were very enjoyable to me	4	11	6	1	3	0	0	2.52	1.19	25
Made me think a lot	7	10	8	0	0	0	0	2.04	.79	25
Provided a lot of learnings	4	4	11	5	1	0	0	2.80	1.08	25
Were very relevant to my on-the-job situations	4	4	9	4	3	0	1	3.08	1.47	25
Will be very helpful on-the-job	4	6	6	6	2	0	1	3.00	1.47	25
Will be accepted in my institution	1	4	9	3	3	4	1	3.76	1.59	25
Gave me a new sense of direction	3	5	9	3	1	3	1	3.28	1.65	25

Table 3: Participant ratings of Institute on seven dimensions

Day 3, Wednesday, December 13
(date)

Generally, the activities...	high 1	2	3	RATING SCALES 4	5	6	low 7	Mean	S.D.	n
Were very enjoyable to me	8	7	6	1	2	0	0	2.25	1.22	24
Made me think a lot	5	10	5	3	1	0	0	2.38	1.10	24
Provided a lot of learnings	2	9	9	2	2	0	0	2.71	1.04	24
Were very relevant to my on-the-job situations	4	8	8	2	1	0	1	2.67	1.37	24
Will be very helpful on-the-job	2	8	10	2	1	0	1	2.83	1.27	24
Will be accepted in my institution	1	7	7	5	3	0	1	3.25	1.36	24
Gave me a new sense of direction	3	9	6	5	1	0	0	2.67	1.09	24

Table 4: Participant ratings of Institute on seven dimensions

Day 4, Thursday, December 14
(date)

Generally, the activities...	high 1	2	3	RATING SCALES 4	5	6	low 7	Mean	S.D.	n
Were very enjoyable to me	9	10	2	1	0	0	0	1.77	.81	22
Made me think a lot	8	8	5	1	0	0	0	1.95	.90	22
Provided a lot of learnings	7	9	5	1	0	0	0	2.00	.87	22
Were very relevant to my on-the-job situations	7	10	2	2	0	1	0	2.14	1.25	22
Will be very helpful on-the-job	8	9	2	2	0	1	0	2.09	1.27	22
Will be accepted in my institution	2	9	4	4	0	3	0	3.00	1.51	22
Gave me a new sense of direction	5	10	4	2	0	0	1	2.36	1.36	22

Table 5: Participant ratings of Institute on seven dimensions

Day 5, Friday, December 15
(date)

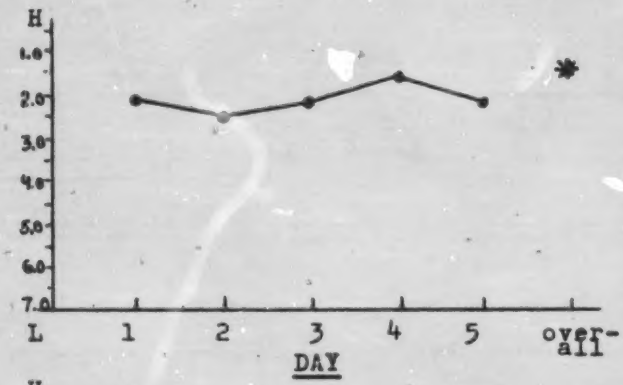
Generally, the activities...	high 1	2	3	RATING SCALES 4	5	6	low 7	Mean	S.D.	n
Were very enjoyable to me	4	11	5	1	1	0	0	2.27	.98	22
Made me think a lot	6	11	3	1	1	0	0	2.09	1.02	22
Provided a lot of learnings	6	8	6	1	1	0	0	2.23	1.02	22
Were very relevant to my on-the-job situations	4	9	3	1	5	0	0	2.73	1.45	22
Will be very helpful on-the-job	3	10	3	3	3	0	0	2.68	1.29	22
Will be accepted in my institution	1	5	5	7	2	2	0	3.45	1.34	22
Gave me a new sense of direction	2	9	5	4	0	1	1	2.91	1.48	22

Table 6: Participant ratings of Institute on seven dimensions

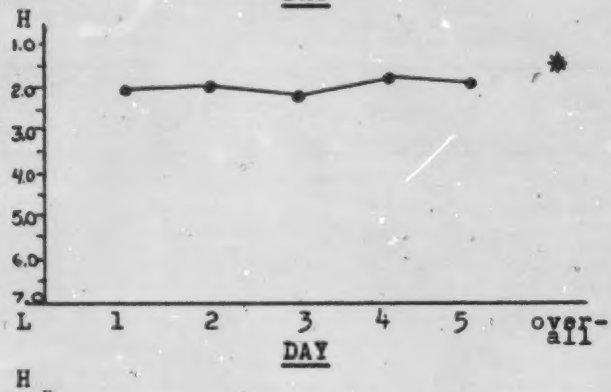
Entire Institute, Dec. 10-16
(date)

Generally, the activities...	high RATING SCALES low 1	2	3	4	5	6	7	Mean	S.D.	n
Were very enjoyable to me	12	8	2	1	0	0	0	1.65	.83	23
Made me think a lot	13	8	2	0	0	0	0	1.52	.67	23
Provided a lot of learnings	7	11	4	0	0	0	0	1.86	.71	23
Were very relevant to my on-the-job situations	7	8	6	1	0	0	0	2.05	.90	23
Will be very helpful on-the-job	8	9	5	1	0	0	0	1.96	.88	23
Will be accepted in my institution	4	5	6	5	2	0	1	3.0	1.51	23
Gave me a new sense of direction	9	8	3	2	0	1	0	2.09	1.28	23

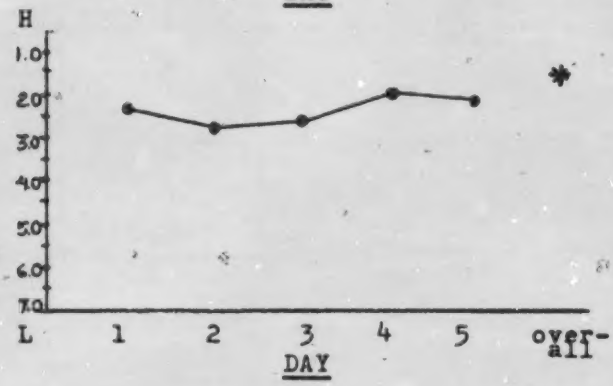
Table 7: Graphed presentation of daily and overall means on the seven rating scales evaluating the Institute activities



Were VERY ENJOYABLE to me

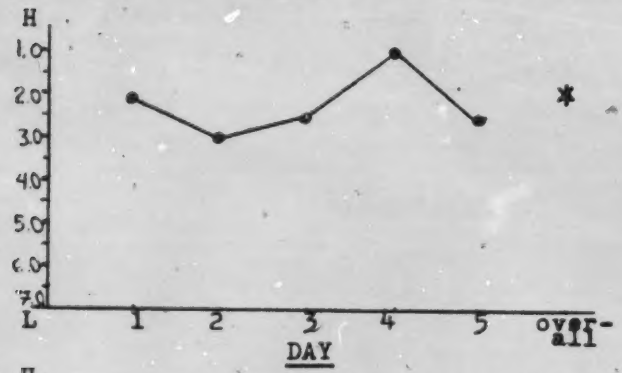


Made me THINK A LOT

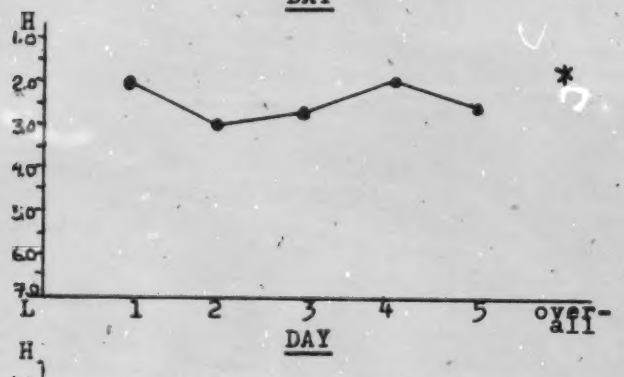


Provided a LOT OF LEARNINGS

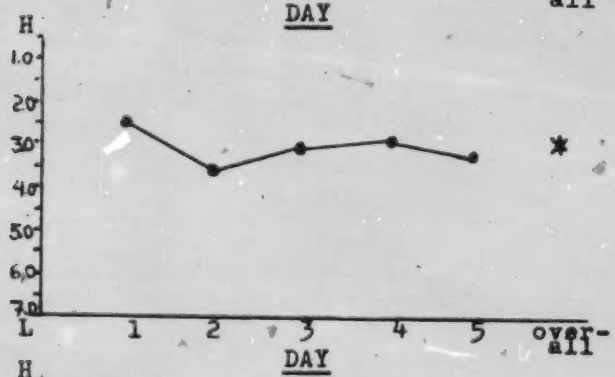
Table 7: Graphed presentation of daily and overall means on the seven rating scales evaluating the Institute activities (continued from previous page)



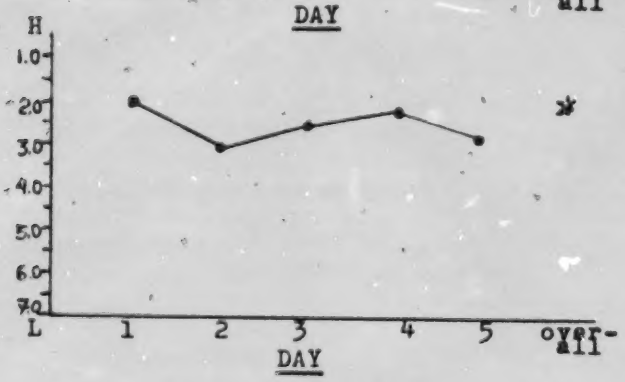
Were VERY RELEVANT to my on-the-job situation



Will be VERY HELPFUL in my institution



Will be ACCEPTED in my institution



GAVE ME A NEW SENSE OF DIRECTION for my profession

Table 8: Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"How were you helped by the Institute activities?"

Topic	% of participants[a]	Sample Answers
CONCEPTUAL LEARNINGS GAINED		
Understanding of the communication process	30.4	*Gave me new insights into managerial and communication techniques. *Gave me tools I didn't have before to communicate better with people. *Gave me a whole new set of methods that I can use on the job
Understanding of the role and approach of the system and practitioners	8.7	*Encouraged me to think about on-the-job situations *Gave a review of my situation in more technical terms
Other learnings, insights, or perspectives gained	4.3	*Helped me to see some of my peers struggle with the concepts presented and not reject them.
LEARNINGS ABOUT SELF GAINED		
Own shortcomings/misperceptions	34.8	*Helped me reevaluate myself *Gave me a clearer idea of my self-concept *Gave me insights--so many--into job and personal life
How s/he personally deals with situations	26.1	*Showed me importance of showing concern for staff *Broadened my outlook on my relationship with coworkers *Pointed out errors in my managerial behavior

Table 8: Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"How were you helped by the Institute activities?"
(continued from previous page)

Topic	% of participants[a]	Sample Answers
Other learnings, insights, or perspectives gained	17.4	*Gave me good sense of belonging to my institution *Made me do a lot of thinking *Made me think about a lot of different things

[a] Twenty-three out of the twenty-five participants completed an evaluation of the entire Institute. Percentages here refer to the percentage of the twenty-three responding participants who cited a given answer. Percentages can add to more than 100 because respondents could give more than one answer.

Table 9: Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"What one thing will you do differently on-the-job?"

Topic	% of participants[a]	Sample Answers
More aware of others' concerns	39.1	*I will view my recalcitrant employees with a much less jaundiced eye; try to treat them as humans with problems and as potentially efficient and caring people
Communicate better	26.1	*I will pay more attention to the communication methods I use and implement other skills learned during this Institute
More praise to employees	21.7	*I will try to praise and recognise my employees more
Exercise more self-control	13.0	*I will try to exercise more self-control and be more human towards my employees
Listen better	8.7	*I will listen more carefully when a subordinate has problems in order to be more helpful
Think a lot more	8.7	*I will think about the impact of my statements upon others
Take time-line approach	8.7	*I will listen to others and try to assess where they are coming from
Decide more quickly and with more conviction	4.3	*I'll decide more quickly and with more conviction

[a] Twenty-three out of the twenty-five participants completed an evaluation of the entire Institute. Percentages here refer to the percentage of the twenty-three responding participants who cited a given answer. Percentages can add to more than 100 because respondents could give more than one answer.

Table 10: Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"What one activity stands out as being the most helpful?"

Activity	% of participants[a]	Reasons given
T-P Leadership Exercise	30.4	*Helped me understand myself better *Brought out possible need for personal change
No answer	21.7	
Time-line game	8.7	*(none)
Time-line interviewing	8.7	*Will help me be more effective with my employees
Brainstorming	8.7	*Taught group a new way to communicate
Group discussions (general)	8.7	*Showed me that my peers are no more able to handle problems in the "real world" than I
Methods of change	8.7	*Forced me to acknowledge our common humanity
All games (general)	4.3	*I realize now that communication is a 2-way street
Necessity of feedback discussion	4.3	*(none)
Perception games	4.3	*I realize now why bargaining sessions take so long and how people get very trapped by and in situations

[a] Twenty-three out of the twenty-five participants completed an evaluation of the entire Institute. Percentages here refer to the percentage of the twenty-three responding participants who cited a given answer. Percentages can add to more than 100 because respondents could give more than one answer.

Table 11:Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"What things prevented or hindered you from gaining more from your participation?"

Topic	% of participants[a]	Sample Answers
PARTICIPANTS' OWN LIMITATIONS THAT HINDERED GAINS		
Participant's:		
sense of inadequacy	17.4	*I have a king-size ego and a reluctance to trust people
inability to attend to more than one thing at a time	17.4	*Too much information for me to process
physical limitations (fatigue, etc.)	17.4	*I became drowsy in the afternoons
feeling that others in the group hindered personal learning	13.0	*There were too many phone calls and forced absences
concern over own performance	8.7	*I have personal insecurities
conditioning, prejudice, or preconceived ideas	4.3	*My personal level of thought was pervasive
TECHNICAL ASPECTS OF ACTIVITIES THAT HINDERED GAINS		
Time and space limitations	17.4	*Lack of time *Too many breaks *Hotel not a good learning place
None	13.0	
Format for group interaction was unfavorable	4.3	*The groups were too large

Table 11:Analysis of open-ended responses evaluating the entire Institute in answer to the question:
"What things prevented or hindered you from gaining more from your participation?"
(continued from previous page)

Topic	% of participants[a]	Sample Answers
Topic emphasis was inadequate	4.3	*Not enough time to devote to motivation, leadership, and evaluation of employees

[a]Twenty-three out of the twenty-five participants completed an evaluation of the entire Institute. Percentages here refer to the percentage of the twenty-three responding participants who cited a given answer. Percentages can add to more than 100 because respondents could give more than one answer.

Table 12: Unedited roster of the unsolicited comments given by participants in response to the question:
"Other comments you would like to make?"

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*I am glad to know that people are interested in making the world better even if their approach is mass produced on samples, surveys, and in-depth case studies; as for me it is what I have been taught as a way of life--"Do unto others as you would have them do unto you." It makes no difference where or when you apply it or what "goals" and "objectives" motivate its applications. It works! "God works in mysterious ways His wonders to peform." Congratulations and may God bless each and everyone of you for following God's direction within your own "concepts" and "time-lines." Thank you for the reinforcement.

*We are fortunate to have persons such as you who are capable and willing to assist in making this a better world. Thank you.

*General statements like "studies showed", slogans, catch-alls bothered me. Good to be able to get together with people in your organization that you don't see often. Overall--too goodie. Not realistic. And as change agents--we can try--but there is just too much negativism out there!

*I could never decide if the personal considerations of participants were the essence of the Institute. No emphasis on V.I. conditions, although it's accepted that individuals will apply to suit.

*I enjoyed very much.

*Thank you very much. Both teachers had their idiosyncracies, were real people, not just people as teachers.

*Thanks. And keep up the good work. Recommendation. Find out a little more of "our" situations before getting to the Institute. Learn more about our roads and, please, don't use us on your studies. We don't want to be another statistic. Thanks.

*Congratulations and thank you, dear friends.

*I am very happy to have been able to attend the Institute. It has made me more humanistic.

*Enjoyed the Institute very much. A real learning experience.

*I'd like to do this again in one or two years from now. Not in exactly the same way but to see what differences it has made in my institution, staff, self.

*Not bad. In fact, darned good! Thank you.

*I could wish that a similar experience be shared by other managers in our government.

*I enjoyed the Institute immensely and thank the instructors for the direction they gave us and the opportunity to participate in this type of learning activity.

*This was a very valuable and useful exercise. It has increased my desire to pursue this field in a more disciplined (academic) way. Thank you!!

*Just want to re-emphasize how much I enjoyed this workshop and will certainly try to implement its teachings to effect change in my job situation.

Table 12: Unedited roster of the unsolicited comments given by participants in response to the question:
"Other comments you would like to make?"
(continued from previous page)

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*Congratulations. Job well done. We will never forget you all. Hope to see you again. Berfunkle.

*The relaxed and informal atmosphere of the Institute helped learning a lot.

*In general, I really enjoyed the entire Institute, not only the socializing, but the learning experience.

*I also gained much in my relationship with the other librarians, especially from St. Croix, since we never have a chance to get together. I am from St. Thomas. It was also very nice meeting Brenda, Carol, and Jeff.

*I do want to commend all members of their staff for their interest in helping us with our problems. The excellent way in which they exchange ideas with all of us. I would like that the Institute could be followed up with a yearly meeting with the group to compare notes as to how we were able to effect positive changes in our setting.

*Personally I would like to attend Institutes in a place where I do not have the liberty of going home every evening and that I can be completely out of reach of civilization.

*On the whole, I would like to say that I appreciated being able to be a part of this Institute for the knowledge gained as well as the camaraderie of all. It has given me a new insight on myself and how to change my attitude toward my colleagues and my work.

APPENDIX D

RECORD OF THE
TOPIC/ACTIVITY AGENDA AND MAJOR CONCEPTS

prepared by

Carol Pennington Garzona
Graduate Student
University of Washington
School of Communications

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
SUNDAY December 10 Evening	INTRODUCTIONS	
	A. Introductions 1. Welcome address by Dr. Henry Chang 2. Teaching team and Institute Organizer introductions	Participants have common problems.
	B. Explanation of workshop's history, focus, and participation rules	
	C. Name tags	
	D. Own problem analysis--setting Institute's agenda	
	E. Thank you for preregistration questionnaire returns	
MONDAY December 11 Morning	INTRODUCTION TO COMMUNICATION	
	A. Waker-upper	It is easy to be programmed to see the world in a certain way.
	B. One Way-Two Way Communication	The "perfect message" does not exist; therefore, the need for two-way communication.
		Everyone travels through the world on his/her own time-line.
		If, after sending a message we do not receive feedback, it is easy to believe we have transferred the message perfectly when we have not.
		Two-way communication allows both parties to feel more confident that a message is being transmitted and received accurately.
		In one-way communication, the sender feels more confident that a message is being received accurately.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
MONDAY December 11 Morning		While two-way communication initially seems to be a more time consuming process than one-way, time is saved through avoiding "communication accidents" and the necessity for "crisis management."
		It is oftentimes not expedient or necessary to press for total understanding of a message by EVERY receiver.
		There is no such thing as a "dumb" question; everybody is on his/her own time-line.
		One good way to improve communication is to improve feedback.
		"Meta-communication" is a tool which can be used to improve communication.
	PERCEPTION	We must learn to accept the way other people see the world.
	C. Movie: "Fidelity of Report" 1. Participants each explained what they saw	It is easy to fall into an arguement about what reality is and is not.
	D. Inverse Triangle of Perception	From the thousands of bits of information in the "blooming, buzzing confusion" external to us, we can see, process, put into words, and eventually communicate to others only a small fraction of these bits.
		That which we select to see, process, etc. from the environment is a function of our personal reality; how we uniquely see the world.
	E. Perception exercises 1. Muller-Lyer illusion	Everyone sees the world as a function of his/her personal past experiences.
		When we learn something and find later that what we learned is not necessarily so, we feel upset.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
MONDAY December 11 Morning		People often come to the same conclusion for different reasons. People feel that once they've learned a particular thing they no longer need to look at what they perceive are similar things in order to understand them. People do not see the world in the same way. Experts are not always correct. Their experiences are of the past and may not necessarily work for the present moment. An expert has never seen the present moment. He can only use his past experience as a guide.
	2. "Paris-in-the Spring" illusion 3. Poke, poke, poke 4. Math addition illusion 5. Three men illusion 6. Old-young lady 7. Hidden cow	We often allow others to make decisons for us. We cannot pay attention to everything at once. We must select out what we can attend to. This selection is based on our particular past experiences. Our culture greatly influences how we see the world. One purpose of communication is to bridge the gaps in perception between people.
	8. Rumor mill	Every moment we make sense out of the world the best way we can; we fill in the gaps in understanding as we need to in a way unique to ourselves.
	9. Operation Haley's Comet	Subordinates often feel they cannot ask questions of superiors although they would like to.
	10. Group discussion	It is not the sole responsibility of the receiver or the sender to assure good communication. Both must take the responsibility.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
MONDAY December 11 Afternoon	F. Waker-upper	
	LANGUAGE	
	G. ZIF and denotative meaning	We learned language not through reference books but through denotative inference.
		The dictionary is a history book of how words have been used in the past by others. But, we have our unique meanings for words. Meanings are in people, not in words.
	H. Inference and Observation	We must make assumptions and inferences about the meaning of words based on our past experiences.
	I. Management Personality Checklist	Words not only have denotative (pointing) meanings, but connotative (emotion-producing) meanings as well. We can have the same denotative meaning for an object as someone else, but different connotative meanings.
	J. Semantic Differentials	
	K. Buckethead Model of Communication	
	L. Movie: "More Than Words"	Really "communicating" with another takes more than merely transfering words to that person.
	M. Summary of value of feedback and necessity for management's encouragement of same	Reinforcement of the idea that people see the world differently and that we must acknowledge this.
	N. Participants' ideas on communication tools to improve communication	Even if all these tools are used, a "perfect" message cannot be guaranteed.
		People change across time and space. Messages must be designed with this in mind.
		Few communication rules work for everyone all the time.
		It is necessary that the sender's and receiver's time-line journeys intersect frequently throughout their interaction. In essence,

DAY/ SESSION	TOPIC, ACTIVITY	MAJOR CONCEPTS PRESENTED
MONDAY December 11 Afternoon		the receiver should be allowed to help design the message. Our society is used to using system structural change to solve problems. Another tool we have available is communication--using communication behaviors to share meanings and understandings so crises are either avoided or less critical.
	O. For-Get-Me-Nots P. Evaluation	

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
TUESDAY December 12 Morning	A. Waker-upper	
	HOW PEOPLE MAKE SENSE	
	B. Time-line Game	
	1. Explanation of theory	There are different ways we can approach situations; different repertoires we can use to effect resolutions.
	2. Explanation of game	
	3. The game	One cannot predict anything about communication behavior from normative demographic measures; one can fairly accurately predict communication behavior after determining where people see themselves moving through time and space, however. As people move through time and space, they make personal sense. This is the only context within which people process our information or our messages.
	4. Group discussion of game	
Afternoon	C. Movie: "Berfunkle"	Meanings are in people, not in words.
	D. Informing for Movement handout and situation perception summary lecture	The questions people have while they are in troublesome situations are related to how they see themselves moving through time and space.
	E. The Things People Tried to Find Out	The questions people have while they are moving through troublesome situations are removed and different from how formal information systems currently organize information either for employees or patron-clients.
	F. Questions People Ask As They Move--discussion	
	G. Best Book	People evaluate information in terms of whether or not that information helps them move through time and space; information is seen as a means to an end, not an end in itself.
	H. Time-line--A Key to Understanding How People Change Their Views of the World	
	1. Small group discussion	The various ways in which people assess whether or not they've been helped can provide alternative means by which practitioners can assess their own effectiveness.
	2. Group discussion	
		People change across time and space. So do their situations and how they perceive those situations.

DAY/ SESSION	TOPIC / ACTIVITY	MAJOR CONCEPTS PRESENTED
TUESDAY December 12 Afternoon		Helpfulness is situationally determined by a person in terms of the control he/she obtains over his/her own movement.
	I. Evaluation	

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
WEDNESDAY December 13 Morning	A. Waker-upper B. Time-line step "lecture" C. Tally of situation perception states on time-line logs of previous day D. Team-instructors' personal experiences using the time-line step technique in their communications E. Lecture: link between interpersonal communication and organizational communication F. Group discussion of link between interpersonal communication and organizational communication	As a person moves through time, his attempts to deal with his situation differ according to his perception of the events which occur along the way. This continuing interaction between events and behaviors and the consequent shifting of the person's definition of the situation are embodied in the notion of the time-line. A person's definition of a particular situation changes across time. Clients use a variety of informing behaviors, only some of which are related to information in the traditional sense. Helpfulness of information is situationally defined by the client in terms of control obtained over his/her movement.
	MANAGERIAL STYLES G. Managerial Matrix H. T-P Leadership Questionnaire and scoring I. Group discussion on above	Management requires a focus on both "task" and "people." Traditional management styles (often called "scientific" management) focus solely on task. A focus only on people would be counterproductive to managment. Different kinds of communication behaviors are needed for the two different foci. A manager can become skilled at using both sets. When a manager finds him/herself strong in one focus and not the other, he/she should make sure that someone else on the staff is strong in the other. Often our perceptions of our own strengths are not the same as others see us. This information

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
WEDNESDAY December 13 Morning		is helpful in telling us where we need to practice and where we need to hire assistants to complement our own skills.
		Leadership styles and behaviors should be a matter of choice, not chance.
	J. Movie: "Leadership: Style or Circumstances"	Management is not simply an ethereal process. Rather, it is a management philosophy implemented with communication behaviors.
Afternoon	K. Participants divided into small groups to list specific behaviors which they feel help managers get the job done or hinder managers from getting the job done, and those behaviors which others may interpret as caring/not caring for people	The manager must place communication behaviors in his/her control. It takes practice.
		The manager is a constructor of messages and everything said so far about communication applies. The employee is on his/her own time-line and will understand the manager's messages only in that context.
	L. Group discussion of above	Effective managers must find out about the employee's time-line in so far as that time-line affects on-the-job behavior.
	THE ORGANIZATIONAL REWARD STRUCTURE	
	M. No-Win Matrix	When an organizational reward structure rewards only competitive behavior, the general reaction of participants is to not cooperate, to place emphasis on competing with each other rather than on cooperation to fulfill the organizational goals.
	N. Group discussion of above	
	O. For-Get-Me-Nots	
	P. Evaluation	Communication as a tool can go only so far in overcoming the effect of a competitive reward structure. Trust is easily broken when two formerly trusting participants end up competing.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
THURSDAY December 14 Morning	A. Waker-upper REWARDS AND MOTIVATORS B. On-the-job Rewards Analysis 1. Participants fill out forms 2. Group discussion C. Group listing of on-the-job rewards D. Applied Motivation 1. Group discussion	Punishment does not motivate. Rather, it only stops behavior. Reward is more effective in getting behavior to continue than punishment. All rewards are not motivators, however. One theory posits two different kinds of "rewards"--one called "hygiene factors" and the other called the "motivators." Hygiene factors, or the traditional "motivators," include salary, promotion, insurance, vacations, etc. These are not really motivators. Rather, they are necessary for job satisfaction. Without them, employees become dissatisfied. With them, they do not become motivated. The real motivators have to do with achievement, accomplishment, recognition, and a sense of mastery. These are what make an employee reach out to solve problems and accomplish more.
	E. Expectations of employees: Y vs. X managers F. Employer-employee role playing by teaching-team G. Group discussion of above	It is important for an employer to be aware of and to recognize where an employee is on his/her time-line when he/she intersects with him/her.
Afternoon	RESISTANCE TO CHANGE H. Why People Resist Change 1. Numbers game 2. Life Change Chart	It is difficult to change. It does not take long to develop a habit, a pattern of behavior. Performance and morale always drop initially after a change has been made.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
THURSDAY December 14 Afternoon		Both positive and negative changes cause stress which in turn can cause illness. If you are going through a change, exercise, relaxation, etc. can relieve stress. It is advantageous to stretch change out over time whenever possible. It is important for managers to ask themselves how a change could affect their employees.
	3. Adjusting to change	When you are facing new positive or negative changes, there will be somewhere in your satisfaction a "U Change Curve"--a real dip in satisfaction and morale. This is because reality and our expectations rarely coincide initially. Managers should not be worried when morale drops after a change has been implemented. It will rise after the initial impact of the change has been felt.
	4. Technological change and the unpredictable social consequences a. Group discussion on who to prepare for change	Managers must look at possible social consequences of their proposed change. It is useful to introduce an idea to employees first, get feedback, and then make changes. It is good to design a system to cope with the inevitable initial failures and low morale after change has been introduced.
	I. For-Get-Me-Nots J. Evaluation	Continuous feedback is needed after a change has been made.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
FRIDAY December 15 Morning	A. Waker-upper B. For-Get-Me-Nots DIFFERENT CHANGE TACTICS C. Methods of Change 1. Group discussion 2. Handout 3. Small group discussion 4. Small group justification of small group's consensus 5. Small group leaders' consensus 6. Group discussion	There are many different tools of change we can use. Once public committment has been made, it is difficult to compromise. Public committment should thus not be made before a free exchange of ideas has been allowed. Group committments are much harder to change than personal committments because group committments are more often made public. One way to get group consensus is to redefine and get agreement on terms. One must be cautious here, however, as this can lead to an artificial appearance of agreement. The results of democratic voting are often represented as a "picture" of a group. But, just as people change over time and space, so do their opinions. So, often when things which have been voted on finally come into implementation, it is found that no one agrees with the decision. Opinion changes that come from democratic voting may not last long. Lasting change comes through free group discussion, sharing, and compromise. Non-verbal pressure can be an immense influence. Brainstorming, getting all ideas and alternatives out in the open, is a useful discussion tool.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
FRIDAY December 15 Morning		Non-judgemental brainstorming is an ideal preliminary to voting. Otherwise, one gets discussions of saving face. The effect of group pressure cannot be underrated. Very few changes in opinion are based on rational appeal alone. Personal appeal, compromise, repetition, demonstration, social pressure, etc. are also used. However, facts must be given because other reasons for change can be short-lived. People often change opinions for reasons other than those of which they are aware. It is often good to role play. Take the other person's side and fight for this idea. Later, compromise is easier.
Afternoon	NEGOTIATING: A CHANGE TACTIC D. Fair Share instructions: practice in negotiating, another method of change	It is possible to get what you want and compromise, too. Both negotiators must list demands, rank order them, and then these can be negotiated. It is important to look at the areas of agreement first, then continue on with the more difficult problems. If one party begins feeling s/he has lost, the other must jump in with a compromise to keep the negotiations alive. It should be openly acknowledged that a compromise situation exists.

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
FRIDAY December 15 Afternoon	HANDLING DIFFICULT CASES	
	E. Skinnerian Operant Conditioning	One must start with where the person is on his/her time-line and reward him/her for the smallest move in the right direction. Eventually, he/she will be doing what you desire.
	F. Skinnerian rewards	Managers give out rewards all the time but many are not connected with the tasks we would like performed. As frequently as possible, reward should be associated with desired behavior. Rewards do not have to be tangible, as in the example of praise.
	G. Skinnerian reward schedules	A reward for EVERY desired behavior may be given. Then, after behavior is learned, one can reward less frequently. Eventually, one can give rewards on a random basis.
	PLANNING FOR CHANGE	
	H. The Morganville Public Library Case: use of the Prince Charts for planning change	Planning for change requires that one understand the political arena within which one wants to introduce the change--all actors involved, all the issues (including our issues and their issues). One must know how each actor feels on each issue--how salient or important it is to him/her, how for or against he/she is, and how much power he/she has to move things on that issue. Given this information, one can then calculate the chances of each issue becoming a reality and analyzing how to change the system to make the issues we care about more likely to occur. One can promote a policy change either by increasing position, salience, or power in appropriate areas and ways.
	I. For-Get-Me-Nots	
	J. Evaluation	

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
SATURDAY December 16 Morning	CONCLUSION A. Waker-upper B. Brainstorming: review of Institute's major concepts by the group C. Brainstorming: strategies the team-instructors used to promote sharing and open discussion D. Questions by participants about the week's exercises and discussions	
	1. Disucssion on what to do while waiting for change to take place in an individual's behavior	The use of punishment will not improve the work performance of a poor employee. Classical conditioning is less efficient than operant conditioning but it can be used as an alternative to operant conditioning when you cannot entirely ignore bad behavior. In classical conditioning, you are essentially linking you as a manager who praises. You do not ignore mistakes. You point them out and ask for corrections. You show no criticism in your voice, however, and take every opportunity to praise things which are done well (no matter how small.) If you can say something positive before you say something negative, this will be helpful. Praise costs nothing and it is easy to give to everyone.
	2. Evaluation of personnel	People are not unidimensional so it is necessary to talk about a variety of factors of a person's performance and personality. Evaluations should be made on a very regular basis and should

DAY/ SESSION	TOPIC/ACTIVITY	MAJOR CONCEPTS PRESENTED
SATURDAY December 16 Morning	INSTITUTE CLOSING E. Letter to self F. Final evaluation G. Indian's Refusal H. Graduation ceremony	